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ABSTRACT

This guide was designed as part of a training system for administrators who are responsible for conducting all or part of an evaluation, or for using evaluation results in program planning. The workshop guide is supplemented by the administrator's manual (see TM 007 177). The full workshop involves twelve hours of training, usually presented over a two-day period. The material is divided into six two-hour learning modules which involve: (1) defining the purposes for evaluation; (2) describing a program or activity to be evaluated; (3) establishing evaluation guidelines; (4) preparing an evaluation plan; (5) implementing the evaluation; and (6) reporting evaluation findings. Twelve handouts for workshop participants are appended. The handouts are designed to gather information concerning the reasons for an evaluation; the persons needing evaluation information; program and activity descriptions; objective ratings of legal commitments, decision-makers, and program logistics; the ethics of evaluation; established evaluation guidelines; evaluation plan outlines and checklists; evaluation timelogs; and participant feedback. Instruments for evaluating the effectiveness of the workshops are included. (Author/JAC)

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WORKSHOP LEADER'S GUIDE

To Accompany:

PROGRAM EVALUATION SKILLS FOR BUSY ADMINISTRATORS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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OVERVIEW

This training workshop is divided into six sections with seven learning activities varying in length from one hour to two hours each. The total package will require about 12 hours. The activities have been ordered sequentially to provide a cumulative effect. This sequence should be followed to achieve the objectives of the workshop.

It is suggested, however, that informal discussions be held with training participants prior to beginning the workshop to determine:

1. The level of evaluation skills of individual participants; and
2. Any time constraints which might prevent the completion of one or more workshop activities.

Given this skill and time information the workshop leader may wish to prioritize learning activities and/or adapt workshop activities for individual participants or groups of participants. If, for example, participants are not available for the full 12 hours of instruction, the leader may want to concentrate on top priority concerns identified by participants. Or, for example, if several participants have a high level of skill in writing and evaluating student learning objectives, these participants might want to concentrate on writing and evaluating program

process objectives which deal with the instructional delivery system of a particular school district program.

The total workshop requires 12 hours with the learning activity format designed to offer a variety of routes to complete it. For example, it could be offered as a two day workshop, six hours each day for two consecutive days. Or it could be offered as a series of day or evening sessions spread out over several weeks or months with the sessions not to exceed two hours for any one session. And in addition to time flexibility, the training workshop is also designed to be adaptable to a wide variety of school district evaluation activities. If, for example, an administrator wishes to use the training as a vehicle for developing an evaluation plan for a specific program in his/her district, this specific program can be used as the content for training activities. If, on the other hand, a workshop participant has no particular district program to evaluate, training activities can focus on sample or hypothetical district programs.

This guide contains the necessary information for the instructor to take the participants through the workshop. The instructor gives directions, distributes handouts, keeps time for exercises and leads group discussions to summarize learning activities and to consider the implications of the concepts presented. The instructor needs to be familiar with the workshop materials and design and have competence in the basic content. Therefore, the instructor should carefully read the participant's manual and have a supply of handouts.

One copy of each handout is included in this guide for your convenience. They are referenced to figure number to those in the participant's manual. For use in the workshop the handouts are bound in tear-off pads of 25 each. Therefore one pad of each should be sufficient for most workshops. However, they may be ordered in multiples of 25 as desired.

Instruments for evaluating the effectiveness of this training workshop are included in the Forms package and may be used at the discretion of the instructor. The Daily Reaction and Feedback Form (Handout 11) can be administered at the conclusion of each daily session to obtain data on the participants' opinions, ideas and feelings about that day's presentations. The Program Evaluation Form (Handout 12) is designed to be administered at the end of the workshop to gain information on the overall effectiveness of the training received.

1

THE PURPOSES FOR EVALUATION

Key Concepts

- a. Identify purposes for evaluations.
- b. Understand the different types of decisions as applied to evaluation results.
- c. Identify audiences for evaluation results.

Activities

Recommended Time Spent

- | | |
|------------|---|
| 5 minutes | • Discuss briefly (too much time is easily wasted here) the definition of evaluation given in the manual. While many definitions exist, this broad one best meets most administrators' needs. |
| 15 minutes | • Discuss purposes for evaluation. |
| 30 minutes | • Talk through the "Types of Decisions" grid with the participants. Discuss how it applies to their program. |
| 5 minutes | • Distribute Handout 1 and have participants fill in purposes for an actual evaluation. |

- 10 minutes • Discuss various responses and answer questions.
 - 10 minutes • Discuss evaluation audiences.
 - 5 minutes • Distribute Handout 2 and have participants fill in the audiences for their evaluation.
 - 10 minutes • Discuss various responses and answer questions.
-
- 90 minutes

2

DESCRIBING A PROGRAM OR ACTIVITY TO BE EVALUATED

Key Concepts

- a. Identify why the program (or activity) is needed.
- b. Identify what the program is supposed to do.
- c. Identify how the program is supposed to accomplish its goals.
- d. Formulate worthwhile program objectives.
- e. Establish a priority for evaluating each objective.

Activities

Recommended Time Spent

- | | |
|------------|--|
| 15 minutes | ● Have a few participants describe why certain programs were instituted. What existing needs led to the program? |
| 10 minutes | ● Distribute Handout 3 and have each participant briefly write or outline this type of information. |
| 15 minutes | ● Discuss the intended outcomes of the program. |
| 10 minutes | ● Using Handout 3 have each participant briefly write or outline this type of information. |
| 10 minutes | ● Give examples of worthwhile versus trivial objectives. |

- 10 minutes ● Have participants ask the three questions concerning worthwhileness of their objectives and discuss.
- 15 minutes ● Discuss the importance of prioritizing the objectives.
- 10 minutes ● Distribute Handout 4 and have participants establish a priority for evaluating their objectives.
- 15 minutes ● Discuss how several programs were to be implemented.
- 10 minutes ● Using Handout 3 have each participant briefly write or outline this type of information.

2 hours

3

ESTABLISHING EVALUATION GUIDELINES

Key Concepts

- a. Prepare guidelines for an evaluation.
- b. Identify potential problems concerning ethics
- c. Identify costs and appropriate personnel for conducting the evaluation.

Activities

Recommended Time Spent

- | | |
|------------|--|
| 45 minutes | ● Discuss constraints and influences on evaluations in general. Spend additional time on issues pertinent to participants. |
| 20 minutes | ● Discuss the ethics of evaluations. |
| 10 minutes | ● Distribute Handout 5 and have participants complete this ethics checklist. |
| 15 minutes | ● Discuss questions or problems concerning the checklist. |
| 15 minutes | ● Distribute Handout 6 and have participants complete this evaluation guideline form. |
| 15 minutes | ● Discuss questions concerning the guideline form. |
| 2 hours | |

4

PREPARING AN EVALUATION PLAN

Key Concepts

- a. Prepare an evaluation plan.
- b. Evaluate evaluation plans.
- c. Prepare evaluation timelog.

(The activities in this section should be conducted in two separate sessions. The first is a discussion of the steps; the second is an application. In preparation for session IV participants should complete an evaluation plan and accompanying forms on their own for their own program and bring them for discussion.

Session One

Recommended Time Spent

- | | |
|------------|--|
| 75 minutes | ● Distribute Handout 7 and discuss each step of the Evaluation Plan Outline. Allow time at the end of each step for participants to fill in the appropriate information. |
| 15 minutes | ● Distribute Handout 8 and have participants complete Evaluation Plan Checklist. |

- 15 minutes • Distribute Handout 9 and discuss the Evaluation Timelog.
- 15 minutes • Distribute Handout 10 and discuss this Evaluation Timeline.

2 hours

Session Two

Recommended Time Spent

- 75 minutes • Discuss work done by participants on their Evaluation Plan Outline.
- 15 minutes • Discuss participants' Evaluation Plan Checklist.
- 15 minutes • Discuss participants' Evaluation Timelog.
- 15 minutes • Discuss participants' Evaluation Timeline.

2 hours

5

IMPLEMENTING THE EVALUATION

Key Concepts

- a. Identify appropriate uses for baseline data.
- b. Understand rudiments of test administration.
- c. Understand rudiments of data processing.

Activity

Recommended Time Spent

- | | | |
|------------|---|---|
| 10 minutes | • | Discuss purposes and methods of collecting baseline data. |
| 10 minutes | • | Discuss baseline data as it applies to participant programs. |
| 10 minutes | • | Discuss testing procedures. |
| 10 minutes | • | Discuss testing procedures as they apply to participant programs. |
| 10 minutes | • | Discuss data processing. |
| 10 minutes | • | Discuss data processing as it applies to participant programs. |

1 hour

6

REPORTING EVALUATION FINDINGS

Key Concepts

- a. Understand importance of timely reports.
- b. Understand importance of appropriate information for audiences.
- c. Develop an outline for reporting their evaluation.

Activity

Recommended Time Spent

- | | |
|------------|---|
| 10 minutes | • Discuss the importance of timely reports. |
| 20 minutes | • Discuss the types of reports appropriate for various participants' evaluations. |
| 15 minutes | • Have each participant prepare an outline for various relevant reports he/she might prepare from their evaluation, |
| 15 minutes | • Discuss the outlines. |

1 hour

APPENDIX

Handouts utilized in Workshop Training

Identification of Persons
Needing Evaluation Information

HANDOUT 2

Program or activity to be evaluated _____		
(check appropriate boxes)		
Persons needing the evaluation findings	to be informed	to make decisions
Students _____		
Teachers _____		
Program Staff _____		
Non-Program Staff _____		
Superintendent _____		
District School Board _____		
Parents _____		
Community Advisory Groups _____		
Community Members _____		
Funding Agency _____		
State Department of Education _____		
Adopting School Districts _____		
Others (list) _____		

Figure 1.4

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1. Why is the program activity needed?

2. What is the program/activity supposed to accomplish?

3. How is the program/activity to accomplish what is intended? (list the steps or procedures)

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OBJECTIVE RATING FORM

Objective to be rated _____

Place an "X" in the appropriate place on the line to the right after considering each category as it relates to your particular objective.

	<u>Top Priority</u>	<u>Moderate Priority</u>	<u>Low Priority</u>
<u>Legal Commitment</u>			
1. Requirements in federal, state or local guidelines.			
<u>Value to Decision Makers</u>			
2. Importance to the future of the program			
3. Importance to decision makers or curriculum improvers.			
<u>Logistics</u>	<u>Facilitates Evaluation</u>		<u>Hinders Evaluation</u>
4. Extent to which the objective has already been fully implemented			
5. Extent to which information regarding this item has already been collected. (If so, do we need to re-evaluate it?)			
6. Availability of sufficient funds to carry out an evaluation of this objective.			
7. Sufficient time available to evaluate it.			
8. Availability of the expertise needed to evaluate this objective.			
9. Presence of supportive processes leading to an outcome objective.			
10. Others (list) _____			

Based on the above profile, what priority rating would you give to the evaluation of this objective? (Circle one)

Top Priority	Moderate Priority	Low Priority	Not Appropriate to Evaluate
-----------------	----------------------	-----------------	--------------------------------

Figure 2.5

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CHECKLIST FOR INSURING THE ETHICS OF AN EVALUATION

Evaluation Plan		A Problem	No Problem
1.	Has the evaluation plan been reviewed to insure that the treatment of students in a program or comparison group is fair?	_____	_____
2.	Has parental permission for student testing been obtained, if necessary?	_____	_____
3.	Are all of the data to be collected directly relevant to the evaluation needs of a program?	_____	_____
Evaluation Instruments			
4.	Are the evaluation instruments or their assumptions offensive in the opinions of educators or community members?	_____	_____
5.	Are the directions for completing evaluation instruments clear enough for the respondent to know the purpose or use of the instrument?	_____	_____
6.	Are any of the items on an evaluation instrument likely to cast doubt on the respondents' opinions of themselves, their family, heritage, culture or values?	_____	_____
7.	Are any of the items likely to maintain or produce racial or sex role stereotypes?	_____	_____
Data Collection Coding and Storage			
8.	Are people given the option of not completing an instrument or any item on it they find personally offensive?	_____	_____
9.	If interviews are to be taped, is it done with the full knowledge and consent of the subjects?	_____	_____
10.	Are data collection personnel trained to keep sensitive data confidential and to properly administer the assessment?	_____	_____
11.	Are students' names kept separate from other sensitive data when recorded on keypunch cards, tapes or printouts?	_____	_____
12.	Are raw data such as completed questionnaires stored securely and then destroyed when no longer required?	_____	_____
Interpretation and Reporting of Information			
13.	Are student test results interpreted by a qualified person in such a way as to be properly understood by the student or parents?	_____	_____
14.	Is the information reported on individual students adequately reliable for use on an individual basis?	_____	_____
15.	Is evaluation information released to educators or the public in such a way as to avoid harm to an individual or group?	_____	_____
16.	Does the evaluation report cover both the positive and negative findings when present?	_____	_____
17.	Are limitations in the evaluation design, instruments or analyses specified in the report to keep decision makers from reaching unwarranted conclusions?	_____	_____
Other Areas of Importance			
(List)			

Figure 3.1

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REVIEW OR ESTABLISH EVALUATION GUIDELINES

Guideline Considerations

I Have
Reviewed/
Established
These

These Have
Been Applied
to the
Evaluation
Guidelines

More
Work
Needed

1. Evaluation guidelines or requirements of the funding agency (if applicable)
 2. Legislation regarding parental permission, confidentiality of data and policy concerning release of student records
 3. District policies concerning evaluation
 4. School level policies concerning evaluation
 5. Evaluation budget available
 6. District/school personnel available to work on the evaluation
 7. Policy regarding the use of the district's computer, printing and other facilities
 8. External evaluator's roles defined (if applicable)
- Other areas (list) _____
- _____

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HANDOUT 6

Figure 3.3



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Evaluation Plan Outline

Step	Example
1. Objectives/Issues	
2. Information Requirements	
3. Information Source	
4. Instruments	
5. Design	
6. Time Schedule	
7. Analysis	
8. Report	

Figure 4.1

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EVALUATION PLAN CHECKLIST

Objectives Listed in Numerical Sequence
From Your Proposal

	1	2	3	4	5	6	7	8	9	...
1. What questions are being asked?										
2. What information is needed to answer the question?										
3. Where can the necessary information be secured?										
4. What can be used to find the answer?										
5. Who will complete the instruments and what comparisons may be made?										
6. When will the information be collected, analyzed and reported?										
7. What do we do with the data?										
8. Who needs to know about it?										

Figure 4.15

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SAMPLE EVALUATION TIMELOG		
ACTIVITY	DATE	COMPLETION DATE
1. Purpose of the evaluation		
a. Clarify what and why the evaluation is for (i.e., program improvement, funding decisions, etc.)	_____	_____
b. Clarify goals, objectives, questions or decisions	_____	_____
2. Plan the evaluation		
a. Prioritize objectives or questions	_____	_____
b. Determine information requirements	_____	_____
c. Determine information sources	_____	_____
d. Select or develop appropriate instruments	_____	_____
e. Select appropriate designs	_____	_____
f. Schedule implementation	_____	_____
g. Select appropriate analysis techniques	_____	_____
h. Determine appropriate audiences for various aspects of information	_____	_____
3. Implement the evaluation		
a. Assemble baseline data (if needed)	_____	_____
b. Administer evaluation instruments as scheduled with the evaluation plan	_____	_____
c. Collect process data on an ongoing basis	_____	_____
d. Analyze evaluation data	_____	_____
4. Reporting the information		
a. Report orally to proper individuals (if appropriate)	_____	_____
b. Interim/progress reports	_____	_____
c. Final report	_____	_____

Figure 4.16

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SAMPLE TIMELINE

TASKS	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
1. Determine what to evaluate															
2. Develop evaluation plans and instruments															
3. Secure approval of instruments															
4. Collect pretest data															
5. Analyze pretest data															
6. Collect process data															
7. Collect posttest data															
8. Analyze process and product data															
9. Prepare final report															
10. Prepare report summary															

Figure 4.17



Participant Feedback Form
(End of Session)

Date _____

Your Job Title _____

Please check the line which best describes your previous training in program evaluation.

- _____ have had little or no training
- _____ have had some formal training (i.e., a workshop, a college course, etc.)
- _____ have had on-the-job training
- _____ have had extensive training

To help us make this workshop as useful as possible to you, we would appreciate your reacting briefly to today's activities in each of the general areas listed below. Please be candid in expressing your feelings, whether they are positive or negative. Please do not sign your name unless you have a particular reason for doing so. Use the back of this sheet if you need additional space to answer any questions.

1. CONTENT of today's session (please be specific, if your comment does not apply to all the content).
2. PRESENTATION techniques used (if your comment does not apply generally, please specify the media, instructional technique, or person about whom you are commenting).
3. TIME and PACING of today's sessions (please be specific if your comments apply only to portions of the session).
4. FACILITIES and ARRANGEMENTS (please be specific if your comment does not apply generally).

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Participant Feedback Form
(End of Workshop)

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_____ have had on-the-job training
_____ have had extensive training

To help us make this workshop as useful as possible to you, we would appreciate your reacting briefly to the activities and materials used during the workshop in each of the general areas listed below. Please be candid in expressing your feelings, whether they are positive or negative. Please do not sign your name unless you have a particular reason for doing so.

1. CONTENT of today's session (please be specific, if your comment does not apply to all the content).
2. PRESENTATION techniques used (if your comment does not apply generally, please specify the media, instructional technique, or person about whom you are commenting).
3. TIME and PACING of today's sessions (please be specific if your comments apply only to portions of the session).

(over)

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4. FACILITIES and ARRANGEMENTS (please be specific if your comment does not apply generally).

5. Specifically, what did you like most about the workshop?

6. Specifically, what did you like least about the workshop?

7. What changes could be made to the workshop to make it more worthwhile?

SAMPLE

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